



NWEA Professional Development Presents:

## Power of Teaching®

*Using the Science of Teaching to positively impact the Art of Teaching*

### Focusing on the Fundamentals of Teaching

Power of Teaching uses proven teaching practices to increase the quality of instruction – and the level of student learning. It is a comprehensive professional development offering that builds capacity in teaching fundamentals by combining non-evaluative observation and coaching with practical, research-based curriculum.

Power of Teaching is designed to accomplish three core objectives:

- Support teachers by helping them focus on teaching fundamentals that increase their effectiveness in the classroom
- Measurably increase student engagement
- Demonstrably influence student academic performance

Teachers gain a new depth of understanding that leads to student success, and administrators build credibility for school improvement programs.

### Research Based

Power of Teaching is a research-based examination of a wide range of teaching behaviors. It uses data-driven determinations that clearly identify

effective and ineffective teaching behaviors. Using tools and insights from the program, participants can objectively analyze their teaching behaviors and focus energies on those that work.

The program builds on neuroscience studies that examine and quantify how students sort, filter and learn new information. Based on this knowledge, teachers can adapt their teaching behaviors to positively impact student learning and academic growth.

### Constructive & Holistic

In Power of Teaching, teaching practices are organized into key categories, so that participants can focus on one set of teaching behaviors at a time, including:

- Cognitive Connections for Learning (& Teaching)
- Pacing and Productivity for Learning
- Transition, Processes & Endings for Learning
- On-Task Learning
- Differentiated Teaching to Accelerate Learning

Within these categories, Power of Teaching analyzes over 40 specific teaching behaviors and demonstrates effective and ineffective practices with rich examples in the form of video demonstrations.

These “virtual observations” allow teachers to see each of the research-based best practices in action in both an elementary and secondary level classroom. This approach helps program participants easily and quickly learn meaningful, actionable behaviors they can use right away.

Examples of a few of the teaching behaviors modeled and analyzed:

- Applied Specific Academic Praise
- Grammar/Diction
- Questioning/Sufficient Wait Time
- Specific Dialogue to Excite Learning
- Use of Differentiated Pacing
- Lesson Openings
- Maintaining Academic Flow
- Redirection & Discipline
- Strategic use of Heterogeneous & Homogeneous Grouping

Attendees are actively engaged with a blend of instruction, video examples and group participation in practical classroom exercises and observations that facilitate immediate feedback.

The program can be flexibly scheduled with each school or district over a 3-6 month period and includes nine program days, delivered in three-day consecutive increments.

Observation Instrument

All participants are given the Power of Teaching Observation Instrument, which is organized by “Power Source” categories and lists behaviors of interest. Under each behavior, specific “Look-fors and Listen-fors” are provided to help teachers gauge whether the behavior is being exhibited in a way that promotes learning as shown by research.

For example, within the Power Source category “Cognitive Connections for Learning (& Teaching)” is guidance for “Effective Grammar/Diction” that teachers can put to use in their classroom immediately:

Look-fors and Listen-fors			
	1.2 Effective Grammar/Diction		1.3 Questioning
	Less Effective	More Effective	Less Effective
Effective			
Less Effective			
Related voice	<ul style="list-style-type: none"><li>• Use of poorly constructed sentences</li><li>• Use of ‘street’ language in classroom</li><li>• Mispronounced words</li><li>• Verb/tense mismatch</li></ul>	<ul style="list-style-type: none"><li>• Use of correct technical vocabulary</li><li>• Use of appropriate terminology for the culture</li><li>• Discreetly expects proper grammar</li><li>• Verb/tense match</li><li>• Correct use of linking words</li><li>• Uses students’ names</li></ul>	<ul style="list-style-type: none"><li>• Random</li><li>• Too short</li><li>• Too long</li><li>• Harsh</li></ul>
Speech			
ected voice			
ice tones			
voice			
onants			
bals			
it with			
	1.5 Application with Real World Relevance		1.6 Application
	Less Effective	More Effective	Less Effective
vers			
ective			
ves	<ul style="list-style-type: none"><li>• Teacher misses</li></ul>	<ul style="list-style-type: none"><li>• Association to</li></ul>	<ul style="list-style-type: none"><li>• ‘Good in</li></ul>

Long Term Benefits

Participants will be able to use these tools to improve their teaching behaviors long after participation in the program – and to help and support other educators as well. Follow-up support is readily available from NWEA’s professional development consultants.